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## ABSTRACT

This report is designed to provide the Dade County, Florida school board with an overview of the present status of the secondary quinmester program, an overview of the elementary quinmester program, and the projected plans for the continued development of the elementary quinmester program. (Author)

ED 095626

STATUS AND PROJECTIONS OF THE QUINMESTER PROGRAM

APRIL, 1974

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION  
Dade County Public Schools  
Miami, Florida

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## STATUS AND PROJECTIONS OF THE QUINMESTER PROGRAM

The purpose of this report is to provide the School Board with an overview of the present status of the secondary quinmester program, an overview of the elementary quinmester program and the projected plans for the continued development of the elementary quinmester program.

### Secondary Quinmester Status--An Overview

On December 9, 1970, the School Board authorized the piloting of the secondary quinmester program in two senior and three junior high schools starting with the summer of 1971. Since then, the secondary quinmester program has expanded to include 47 of the 60 secondary school centers including seventeen senior high schools, twenty-four junior high schools, the four junior high opportunity schools and the two COPE centers. Indications are that eight additional junior high schools will implement the quinmester organization and curriculum by the start of the 1974-75 school year.

The implementation of the secondary quinmester program, by a majority of the secondary schools, has resulted in an increased participation by students in the first quinmester (summer) program, since program continuity and quinmester alternatives are available to students who return to quinmester schools for their 180-day program. First quinmester (summer) membership has increased from 3500 in the summer of 1971 to 19,300 in the summer of 1973. Continued growth in student enrollment is projected for the summer of 1974.

As a result of the increased student enrollment in the summer quinmester, 1248 students graduated senior high school at the end of the third quinmester (January), 1974. These students would normally have been scheduled to graduate in June, 1974. In addition to students accelerating their graduation, 3018 students in grades 7 to 11 advanced their grade level during the same period.

It is anticipated that the report compiled at the end of the fourth quinmester, April 2, 1974, will indicate a significant increase in the number of graduates and the number of students changing grade level.

The widespread adoption of the quinmester program has provided sufficient input to the subject area consultants in the Department of Curriculum Programs of the Division of Elementary and Secondary Education to warrant the revision of specific quinmester courses of study; approximately 30 courses of study have been revised during the 1973-74 school year and it is anticipated that 70 more will be revised during the 1974-75 school year. In addition to revising individual courses of study, present plans are to revise Bulletin 1Q (Authorized Courses of Study for the Quinmester Program) during the 1974-75 school year. This revision will focus on the rewriting of a number of the course descriptions, the deletion of courses of study from the catalog that are not being used by the schools and the addition of courses of study in the areas of Career Education, junior high school reading, drama and drug abuse. Since the bulletin entitled Authorized Courses of Study for the Quinmester Program, is used as a basis for the curriculum bulletins distributed to students and parents by each of the quin-

mester schools, it is essential that the course descriptions be descriptive of the course content and sufficiently inclusive to provide information needed for the guidance of parents and pupils.

It should be noted that the resources applied to the development and revision of the quinmester curriculum by the Division of Elementary and Secondary Education are not add-on efforts, but are considered as replacing the curriculum development and revision efforts that have in past years supported the secondary school curriculum utilized for the regular 180-day program.

During the 1972-73 school year and continuing through the 1973-74 school year, efforts were made by the Division of Elementary and Secondary Education in cooperation with the area offices and the Department of Central Data Processing to assist schools in the development of management programs required for the implementation of the secondary quinmester program.

Twenty-four quinmester secondary schools are presently operating the Automated Student Recordkeeping Systems called AIDS (Academic Information Data System). This program is intended to provide schools with computer generated report cards, transcripts and permanent student records. It is planned to provide this service for additional quinmester schools during the 1974-75 school year, although it is recognized that additional developmental efforts in the computer program are required to maximize the potential of this data processing system for secondary school management. In addition to the school level management support provided by AIDS, further study is needed to provide a systematic procedure for reorganizing schools at quinmester intervals to accommodate changing membership and staffing requirements.

As of this date, few staff members have availed themselves of the opportunity to take alternative vacation periods during quinesters 2, 3, 4 or 5. This may be due to the newness of the policy and to the limited numbers of teachers who worked the full 9-week period during the first quinmester, 1973. Since vacation alternatives are limited to secondary students, staff members having elementary age children cannot feasibly schedule their families for vacations during a quinmester other than the summer quinmester. Limited numbers of students have selected alternative vacation periods (approximately 340) during the 1972-73 school year.\* This also may be due to the unavailability of this alternative to students of all grade levels, thereby making family vacations impractical.

The principals have reported at the end of the last three summer programs that a major portion of the students enrolled during the first quinmester attend first quinmester programs for remediation or acceleration and have not expressed a large interest in alternative vacations.

In a memorandum received from the State Department of Education on January 23, 1974, the elementary and secondary quinmester program operated during the first quinmester was determined to be eligible for full time equivalency funding under the Florida Educational Finance Act. This funding program makes it possible to provide various instructional alternatives during the first quinmester (summer) that are not feasible during the regular school year. These alter-

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\*See attached report of Department of Attendance Services for 1973-74 Alternative Vacation Statistics.

natives include the establishment of performing arts centers, music centers, science centers and a social studies center. These centers will permit students to get involved in indepth studies in various curriculum areas for a full day.

These indepth studies will include exposure to community resources and consultant services from the universities in the local area. The program in the elementary quinmester field test centers, the secondary quinmester centers, the exceptional child centers and the special programs provided during the first quinmester (summer) 1974, although providing enrichment and exploration opportunities for students, will also provide academic programs that are indistinguishable from the regular school year program for those students interested in remediation or the acceleration of their school program.

#### Elementary Quinmester Status--An Overview

On February 9, 1972, the School Board authorized the administrative staff to proceed with the development of an elementary quinmester program.

In the development of the elementary quinmester program, the Division of Elementary and Secondary Education has proceeded with the developmental efforts on the basis of the following assumptions:

1. That to achieve the maximum plant utilization potential from a non-mandated quinmester program, the opportunity to select alternative vacation periods needs to be provided to pupils at all educational levels.
2. That the expanded implementation of the elementary quinmester program during the first quinmester would generate full time equivalency funding under the State Educational Finance Act since it would provide opportunities for students to accelerate or change grade level by participation in a summer (first quinmester) academic program.
3. That the curriculum restructuring required for an elementary quinmester program will require a design that will differ from the curriculum organization adopted for the secondary quinmester program.
4. That the curriculum design adopted for the implementation of an elementary quinmester program must be a continuous progress curriculum in the basic skills areas to facilitate the selection of alternative vacation periods of pupils without the loss of instructional continuity.
5. That the systems approach to reading and mathematics instruction should be the basis for skills instruction in the restructured curriculum required for the implementation of the elementary quinmester program.

6. That the restructuring of the elementary curriculum to implement the quinmester program should utilize commercially available instructional material and require a minimum of curriculum writing by Dade County personnel.
7. That the scheduling procedures for the elementary school day need to be reviewed and represent a major administrative concern requiring solution prior to the adoption of the elementary quinmester program.
8. That the elementary curriculum restructuring required for the implementation of an elementary quinmester program could have the effect of organizing the elementary school day and week to facilitate the efficient scheduling of basic skills instruction and the large number of curriculum components considered as essential in elementary education.
9. That the expansion of an elementary quinmester program will require no changes in policies and regulations other than those adopted for the implementation of the secondary quinmester program.
10. That since it is generally considered inappropriate for an elementary student to enter the junior high school program at too early an age, the same acceleration procedures and guidelines adopted for the implementation of the secondary quinmester program are not appropriate for the elementary quinmester program.
11. That the development of an elementary quinmester program requires the involvement of professional staff members of all work levels, members of the community and representatives of professional organizations to provide needed input for the development of procedures, guidelines and strategies.
12. That the resources provided by the School Board to the Division of Elementary and Secondary Education for elementary curriculum improvement and revision would be allocated to support the elementary quinmester curriculum effort.

To assist in the validation of these assumptions, on April 18, 1973, the recommendation to the School Board authorized the selection of seven elementary quinmester field test centers. The elementary schools selected by the area offices as quinmester field test centers are:

Northeast Area	William J. Bryan Elementary School
Northwest Area	North Hialeah Elementary School



North Central Area	Lorah Park Elementary School ) Glenn Curtiss Elementary School) Paired
South Central Area	Auburndale Elementary School
Southwest Area	Everglades Elementary School
South Area	Palmetto Elementary School

The elementary quinmester field test centers, with the exception of Glenn Curtiss Elementary School, were operated as quinmester centers during the first quinmester, summer 1973.

A total of 2850 students were served by 232 teachers in the six operative field test centers during the first quinmester, 1973. While the general quinmester program concept of an extended school year prevailed, the alternative of acceleration and alternative vacation periods were not made available to pupils during the summer of 1973 and during the school year 1973-74.

These restrictions were established for the operation of the field test centers and to a degree will still exist during the 1974-75 school year since a portion of the students who attend quinmester centers during the first quinmester are assigned to elementary schools that are operating on the regular 180-day program for the regular school year. Since the curriculum in a regular school year program cannot accommodate students leaving during the school year and resuming their program at the point at which they left, alternative vacation periods cannot be made available to those students attending the quinmester centers from other elementary schools.

This logistic situation coupled with the limited number of elementary quinmester schools presently operational has the effect of limiting the number of students who can attend a quinmester program from K-12. A similar concern exists as a result of the pairing or grouping of schools particularly in instances where a student attends a different elementary school for a single grade or several grades and is then assigned to another elementary school for the remainder of his elementary program or a junior high school.

During the first quinmester, 1973, portions of the Early Childhood curriculum and a Fine Arts curriculum were field tested. Revisions were made based upon the comments and suggestions of field test center staff members and the curriculum was altered to reflect the recommended changes. The Systems Approach to Reading and Mathematics Instruction was the focal point of basic skills instruction at all six field test centers.

Present plans are to utilize the revised Early Childhood curriculum, the newly developed Science strand and the Reading and Mathematics Systems program in the seven field test centers in the first quinmester (summer), 1974.



### Elementary Quinmester Advisory Committee

To facilitate the development of the elementary quinmester program, a county-wide Elementary Quinmester Advisory Committee, comprised of county and area administrators and representatives from professional and community organizations, was established.

This Advisory Committee was charged with the following responsibilities:

1. To provide a communications network between the elementary quinmester field test centers, area personnel, county administrators and the community at large.
2. To review and provide necessary direction related to the design, development and implementation of the elementary quinmester curriculum.
3. To recommend changes in administrative policies and procedures required by the adoption of the quinmester program in elementary schools.
4. To recommend changes in state statutes, regulations and accreditation standards that are required for the implementation of the elementary quinmester program.
5. To provide leadership and input to the field test center curriculum committees.

The Advisory Committee has reviewed and critiqued the proposed curriculum designs and the suggested administrative procedures that were utilized during the summer of 1973 and the 1973-74 school year. The countywide Elementary Quinmester Advisory Committee has been represented at various meetings by the Steering Committee of the group which is made up of the seven field test center principals.

## Elementary Quinmester Curriculum Reorganization

The Division of Elementary and Secondary Education has undertaken a reorganization of the elementary curriculum in cooperation with the area offices and seven pilot school centers. The reorganization is planned to resolve several pressing educational concerns, foremost of which is the need to further individualize instruction. Consistent with the district-wide effort to implement systematic approaches to the instruction of basic skills the quinmester curriculum incorporates this approach to reading and mathematics and will, in addition, include a systematic approach to writing skills for field testing during Quinmester I, 1974. It is also planned to treat selected aspects of the music and art curriculum through systematic approaches.

A second concern relates to the need to develop as early as possible those learning processes which facilitate the acquisition of basic skills and those further skills which enable a child to learn independently. An early childhood activity strand has been designed to accomplish these aims and to incorporate the traditional social adjustment curriculum into a more balanced program which reflects more accurately what has been discovered about how young children learn. Parts of the curriculum have been field tested for use in the kindergarten, first and second year with transitional activities designed for the third year.

A third significant concern which has evolved through the years is the fragmentation of the elementary curriculum. As new programs and new curriculum areas have been added to the elementary teachers' responsibilities, time to plan and provide for appropriate instruction in each area has decreased proportionately. A recent analysis of the programs of twenty-four randomly selected elementary schools reveals that critical curriculum areas are receiving no instructional attention or so little attention as to be inconsequential. In response to this need, interdisciplinary activity strands are being field tested in the pilot centers during Quinmester I, 1974. These activity strands consist of a reorganization of priority objectives from the fine arts, the sciences, the social sciences and the language arts. Such a reorganization provides several distinct advantages over existing curriculum organization: (see chart on following page).

1. Instructional resources may be targeted directly on the goals and objectives of state accreditation and assessment programs.
2. All instructional objectives may be treated in the natural context of their relationship to each other and to life situations rather than in the fragmented manner common to current practice.
3. Individual schools and area offices will be assisted in describing, demonstrating and reporting pupil progress to the community through more accountable statements than presently possible.
4. Teacher planning and preparation will be greatly facilitated.

The diagram compares two curriculum structures. On the left, the 'CURRENT ELEMENTARY CURRICULUM ORGANIZATION' is a vertical stack of 17 subjects. On the right, the 'PROPOSED ELEMENTARY QUINQUIMESTER CURRICULUM ORGANIZATION' is a vertical stack of four main components. Arrows indicate relationships: a dashed line connects the top of the proposed stack to the 'BASIC SKILLS' box; a solid line connects the 'INTERDISCIPLINARY STRAND' to the 'ART AND MUSIC SKILLS PROGRAM'; and a solid line connects the 'INTERDISCIPLINARY STRAND' to the 'BILINGUAL EDUCATION' box. A label 'Reinforces Basic Skills' points to the 'INTERDISCIPLINARY STRAND'.

CURRENT ELEMENTARY CURRICULUM ORGANIZATION	PROPOSED ELEMENTARY QUINQUIMESTER CURRICULUM ORGANIZATION	
MATHEMATICS	BASIC SKILLS SYSTEMATIC APPROACHES TO INSTRUCTION	
LIBRARY		
READING		
LANGUAGE ARTS • SPELLING		
• HANDWRITING	INTERDISCIPLINARY STRAND INCORPORATES PRIORITY OBJECTIVES	
• COMPOSITION		
• LITERATURE		
SCIENCE		
HEALTH		
SUBSTANCE EDUCATION MAGIC CIRCLE		
SOCIAL STUDIES		
CAREER EDUCATION		
ART		ART AND MUSIC SKILLS PROGRAM
MUSIC		BILINGUAL EDUCATION
SPANISH ESL		
SPANISH SL		
SPANISH S	PHYSICAL EDUCATION	
PHYSICAL EDUCATION		

In addition to focusing appropriate attention on objectives of the major disciplines, the interdisciplinary strand will further provide for the application, reinforcement and maintenance of basic skills mastered through systematic approaches and for the formation of significant attitudes and concepts.

The basic differences in the existing elementary program and elementary quinmester program are in the early childhood and intermediate activity strands. These programs are designed in such a way that minimum new staff development is requisite to expanded implementation since they capitalize on the existing strengths of effective teachers without introducing major new skill areas. The programs also rely on state adopted and supplementary support materials which are in widespread use throughout the county and consequently do not require the writing of materials not presently available through commercial sources. These two features make it possible to phase either program into schools not presently utilizing the quinmester organization in much the same pattern employed with the reorganization of the secondary quinmester curriculum.

The following chart displays a conceptualization of the total curriculum as it is organized for field testing during Quinmester I, 1974.

The diagonal lines show the division between systematic approaches to skills and the activity strands and further attempt to reveal the general relationships among components of the total program. Across the top of the chart can be seen the progression through the elementary grades as generally related to increased ability of children to learn independently as they progress from the preoperational to the concrete and formal operational levels of learning consistent with Piagetian Theory.

Elementary Quimester Program						
Early Childhood Program			Intermediate Program			
Preoperational Level ----- Concrete			Operational Level ----- Formal Operational Level			
K	1	2	3	4	5	6
<p>transitional</p> <p>Treats significant learning processes and concept formation. Dimensions provide the content emphasis for mastery of specific processes.</p> <p>The curriculum dimensions include perceptual and organizational skills development, language development, scientific inquiry, mathematical concepts, and social concepts.</p> <p>Systematic treatment of instructional concepts and beginning reading, e.g. skill.</p>			<p>transitional</p> <p>The curriculum strands include Language Arts, Social Studies, Science, and Fine Arts.</p> <p>They provide for:</p> <p>The application, reinforcement, and maintenance of skills mastered, control over significant content, and the formation of significant attitudes and concepts</p> <p>Units of Study, two to nine weeks duration</p> <p>Priority objectives as stated for individual disciplines identified within each strand</p> <p>Sub-objectives which interrelate concepts and skills from each strand and serve as a framework for an interdisciplinary approach to a unit of study</p> <p>Systematic Approaches to Formal Skills Instruction</p> <p>Treats reading, handwriting, math, map and globe, art, and music skills as well as selected skills from other areas of the curriculum</p>			
			<p>skills, aptitude, and positive attitudes demonstrated</p> <p>reasonable skills mastered, positive attitudes demonstrated</p>			

## Early Childhood Activity Strands

The early childhood activity strand consists of five content dimensions. They are:

1. Perceptual and organization development

The purpose of this dimension is to provide experiences that will enable the child to organize his learning processes, in other words, learning how to learn. The sequence of activities begin with large motor experiences such as skipping and climbing and progress to more refined activities such as those used in handwriting. The content of activities provide the child with knowledge of his own movements and the relationships these movements have to his environment.

2. Language development

The purpose of this dimension is to provide experiences which will extend the child's ability to interpret receptive language such as in SWRL Beginning Reading Program and produce expressive language. Experiences in the expressive language development dimension enables the child to communicate the thinking skills and concepts he developed within the perceptual and organizational dimension. The program expands his usage of oral and written language as a tool in communication.

3. Scientific inquiry development

The purpose of this dimension is to extend the child's thinking processes to include knowledge of the nature of objects such as his skill in observing the environment, experiences in predicting events based on recall and trial and error. This dimension enables the child to integrate the knowledge of himself and his environment in order to establish relationships among various aspects in his learning experiences within and outside the classroom.

4. Mathematical concept development

The purpose of this dimension is to provide experiences through logical ordering such as those related to the field of mathematics. The basic understanding of numbers and the interrelationship of quantities such as those used in the operations of addition, subtraction, multiplication and division are an integral part of the child's experiences. The manipulation of objects to form sets take apart groups of objects proceeds to the child participating in constructing pictorial representation of the manipulative operations and this concluding his experiences by actually writing the equations representing the initial manipulative experience.

## 5. Social development

The purpose of this dimension is to provide experiences which will encourage each child to understand and appreciate himself and others as unique individuals in society. This dimension provides a framework for organized experiences in the exploration of values and self-expression through modes of expression related to his growth. The experiences develop from parallel play to learning experiences developed within a group situation.

The goal of the activity strand is to provide continuous progress during the first four years of school. The program accomplishes this by providing objectives sequenced in relation to each of the learning processes for each of the five content dimensions. The teacher is provided with assessment items to determine mastery of the objectives, activities are described which assist in reaching the objectives and both state adopted and supplementary materials are referenced to each objective in order that appropriate activity may be extended until mastery occurs.

The following chart displays the scope and sequence of the total program with shaded areas representing those portions to be field tested during Quinmester I, 1974.

The left column indicates a progression from top to bottom of increasing independence in learning. The terms preoperational and concrete operational are used to designate the learning levels defined by the learning theorist Piaget, upon whose research the design draws. The color terms designate the system used to separate the activity cards in the material developed to support the teacher in carrying out the program.

The second column shows a detailed progression from very early to more complex learning processes related to the developmental levels. The remaining columns show the five content dimensions of the program with approximate dates at which field testing and revision based upon teacher use will take place.



# EARLY CHILDHOOD ACTIVITY STRAND

K-3

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DEVELOPMENTAL LEVELS	PROCESSES	DIMENSIONS				
		A Perceptual and Organizational Skills Development	B Language Development	C Scientific Inquiry Development	D Mathematical Concepts Development	E Social Concepts Development
Preoperational I  PINK	Identification	M		Summer 1974		
		V				
		A				
	Discrimination	M		Ready for field testing		
		V		2nd Quin '74		
		A		Ready for field tes		
Preoperational II  GREEN	Classification	M		1st	2nd	3rd
		V				
		A				
	Direct Ordering	M		F A L L		
		V				
		A				
	Multiple Classification	M		1974		
		V				
		A				
	Intersection	M		Ready for Field testing		
		V				
		A				
	Negation	M		3rd Quin		
		V				
		A				
	All-Some	M		1974		
		V				
		A				
Preoperational II GREEN	Comparisons	M				
		V	Early	Late		
		A		Summer		
Preoperational III YELLOW	Critical questioning	M				
		V	Spring	Spring		
		A		1975		
	Seriation	M				
		V	1975	1975		
		A		Ready for		
Concrete Operational RIIZE	Judgment	M				
		V	Ready for	Ready for		
		A		field testing		
	Conservation	M				
		V	field testing	field testing		
		A		2nd Quin		
	Inference	M				
		V	5th Quin	1st Quin		
		A		1975		
	Generalization	M				
		V				
		A				

Feedback, evaluation; revisions, rewriting, editing, typing - proofing preparation for final production and packaging updating of references - resources (materials) - total program completion project - August 1976

### Intermediate Activity Strand

Curriculum for the intermediate level of the elementary quinmester program is designed to extend the significant concepts introduced in the K-2 program. It builds on the combined process-content-mastery emphasis of the early childhood activity strand. The acquisition of perceptual skills and concept formation in new contexts is the focus of the language, music, art, social studies, and science disciplines.

The purpose of the integrated approach being used is to return an element of structure to the fragmented curriculum that is commonplace in elementary schools today, as well as provide for the application, reinforcement and maintenance of skills mastered, control over significant content and the formation of significant attitudes and concepts.

The intermediate level curriculum is in compliance with the goals and standards recommended by the State Department of Education which stresses comprehensive education and reflects the view that students should have the opportunity to engage in interdisciplinary pursuits. However, the individual disciplines must first be placed in proper perspective for the student, if the overall instructional program is to be meaningful to him.

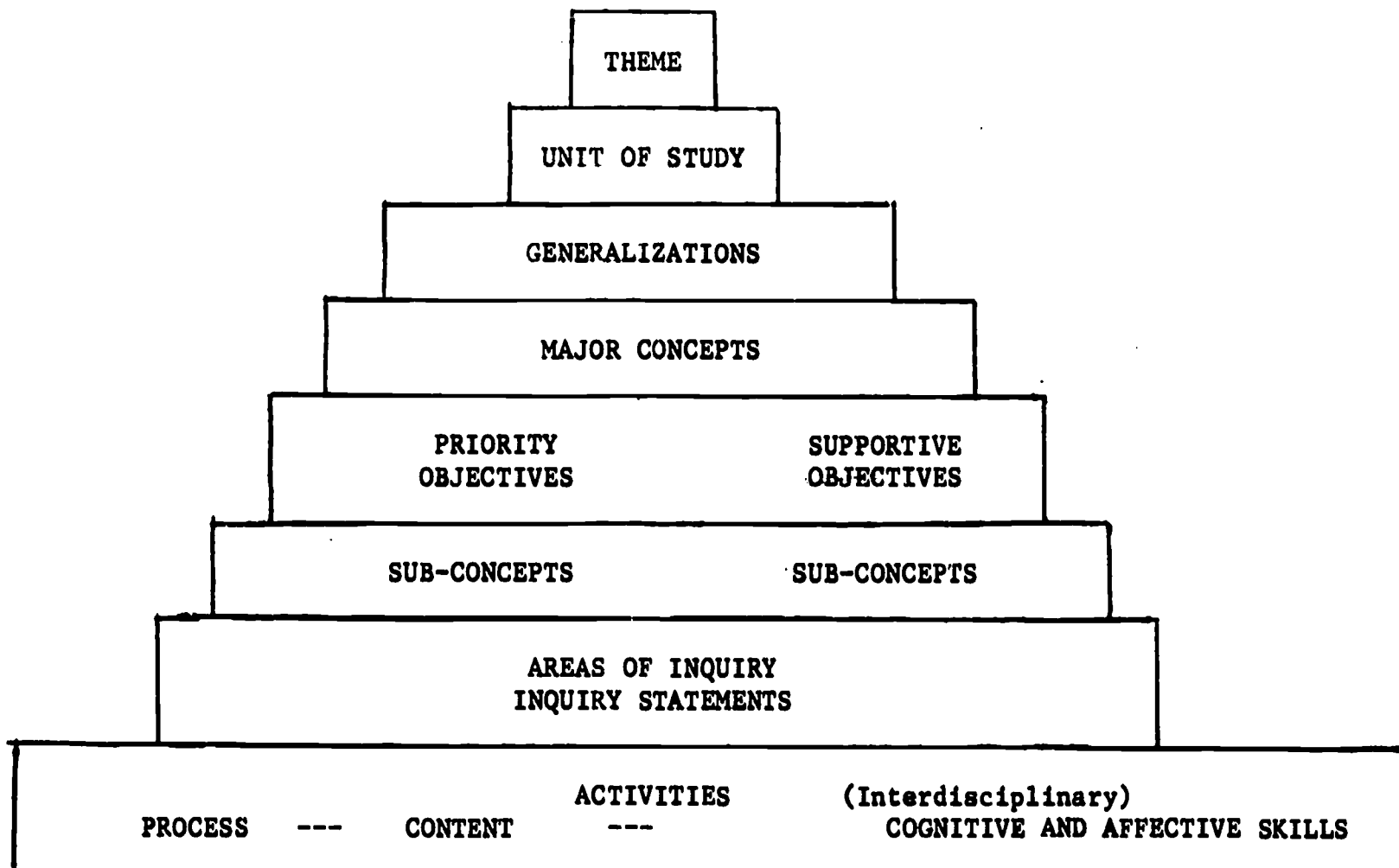
Each segment of the curriculum is constructed to give the individual teacher the flexibility needed in a quinmester period to develop a particular unit of study. A unit may be from two to nine weeks in duration. The educational goal is instructional/learning effectiveness: allowing for individual differences in the children while providing the teacher with an opportunity to select from a variety of curricular choices those appropriate to need and interest.

A model of the Intermediate Activity Strand is displayed on the following chart which provides a model with examples of the component parts of a single theme.

The model shows the key elements which represent the building blocks of each theme and which are developed in the form of a unit of study to assist teachers in the selection of appropriate instructional objectives and in planning the activity program to accomplish those objectives.

The examples provide a brief description of the nature of each of the key elements around which the unit of study is constructed.

# INTERMEDIATE ACTIVITY STRAND 3 - 6



## EXAMPLE

**THEME:** Man and Nature, (this is one of a number of themes)

**UNIT OF STUDY:** The Balance of our Natural Environment --The Living Community

**GENERALIZATIONS:** The natural environment of a region influences the ways people in a community meet their needs. (This is one of four generalizations for this unit of study; each generalization applies to all grade levels 3-6)

**MAJOR CONCEPTS:** Climate, weather, natural resources, adaptation (A concept is introduced at one grade level and may be extended to other grade levels.)

**PRIORITY OBJECTIVES:** These objectives are derived from the Social Sciences and Science discipline areas and related to state and county goals. There is a set of objectives for each grade level supporting each generalization.

**SUPPORTIVE OBJECTIVES:** These objectives are derived from the Language Arts and Fine Arts discipline areas and related to state and county goals. These are designed to develop the interdisciplinary aspects of the activities.

**SUB-CONCEPTS:** Rotation, revolution, wild life, vegetation, basic needs.  
(These are extensions of the major concepts and are related to the priority and supportive objectives)

**AREAS OF INQUIRY:** These are the structural elements of the unit of study, providing purpose, direction and motivation.

**SUGGESTED ACTIVITIES:** These are sample activities which suggest ways the students may accomplish the stated objectives.

**SUPPORT MATERIALS:**

Key coded state adopted and supplementary materials in widespread use and available commercially which may be used to carry out a variety of activities related to objectives.

At the completion of the First Quinmester (Summer 1974) and prior to the time when authorization for the operation of year-round programs must be requested from the State Department of Education for the 1975-76 school year, recommendations relative to the expansion of the Elementary Quinmester Program will be submitted to the School Board for approval.

The recommendation for expansion will be based on the experiences of the seven field test centers with the Early Childhood curriculum, the interdisciplinary strands, and the administrative procedures implemented during the first and second quinmester of the 1974-75 school year.

It is not anticipated that School Board action will be required relative to the expansion of the Secondary Quinmester Program, since the voluntary adoption of the quinmester program for secondary schools was authorized by the Board on April 19, 1973.

# DADE COUNTY PUBLIC SCHOOLS

## NUMBER OF STUDENTS SELECTING AN ALTERNATE VACATION

September 4, 1973 through April 2, 1974

SCHOOL	QUIN 2 9/4 - 11/6	QUIN 3 11/13 - 1/25	QUIN 4 1/30 - 4/2	TOTAL QUINS 2-4
<b><u>NORTHEAST AREA</u></b>				
Jefferson, T. Jr.	1	2		3
Kennedy, J. F. Jr.				0
Miami Beach Sr.	2	2	6	10
Nautilus Jr.		1	6	7
North Miami Jr.				0
No. Miami Beach Sr.		2	3	5
<b>TOTAL, NORTHEAST AREA</b>	<b>3</b>	<b>7</b>	<b>15</b>	<b>25</b>
<b><u>NORTHWEST AREA</u></b>				
Carol City Jr.	1	1		2
Filer, H. H. Jr.				0
Hialeah Jr.				0
Hialeah Sr.				0
Hialeah-M. Lakes Sr.	1			1
Miami Carol City Sr.		3	1	4
North Dade Jr.				0
Palm Springs Jr.		1		1
Parkway Jr.				0
<b>TOTAL, NORTHWEST AREA</b>	<b>2</b>	<b>5</b>	<b>1</b>	<b>8</b>
<b><u>NO. CENTRAL AREA</u></b>				
Drew, C. R. Jr.				0
Madison Jr.				0
Miami Central Sr.				0
Miami D. MacArthur Jr/Sr.				0
Miami Edison Middle				0
Miami Springs Jr.				0
Miami Springs Sr.	5	2		7
Westview Jr.		4	2	6
<b>TOTAL, NO. CENTRAL AREA</b>	<b>5</b>	<b>6</b>	<b>2</b>	<b>13</b>
<b><u>SO. CENTRAL AREA</u></b>				
Coral Gables Sr.				0
Lee, R. E. Jr.				0
Miami Jackson Sr.		1		1
Miami Sr.				0
Shenandoah Jr.		1		1
<b>TOTAL, SO. CENTRAL AREA</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>

SCHOOL	QUIN 2 9/4 - 11/6	QUIN 3 11/13 - 1/25	QUIN 4 1/30 - 4/2	TOTAL QUINS 2-4
<u>SOUTHWEST AREA</u>				
Miami William Sr.	1	1	2	4
Rodman Jr.		5	1	6
South Miami Sr.				0
TOTAL, SOUTHWEST AREA	1	6	3	10
<u>SOUTH AREA</u>				
Homestead Jr.				0
Palmetto Jr.			5	5
South Dade Sr.		2	1	3
TOTAL, SOUTH AREA	0	2	6	8
GRAND TOTAL	11	28	27	66

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Junior High School Students	-	31
Senior High School Students	-	<u>35</u>
TOTAL		<u>66</u>

Attendance Services  
April 10, 1974